

R E P O R T R E S U M E S

ED 018 262

PS 000 484

THE COGNITIVE ENVIRONMENTS OF URBAN PRE-SCHOOL CHILDREN.
MANUAL OF INSTRUCTIONS FOR ADMINISTERING AND SCORING PLUTCHIK
EXPLORATORY-INTEREST QUESTIONNAIRE.

BY- HESS, ROBERT D. AND OTHERS
CHICAGO UNIV., ILL., URBAN CHILD CENTER

PUB DATE 67

EDRS PRICE MF-\$0.25 HC-\$0.24 4P.

DESCRIPTORS- PRESCHOOL CHILDREN, *NEGRO MOTHERS, URBAN
ENVIRONMENT, SOCIOECONOMIC BACKGROUND, QUESTIONNAIRES,
*INTEREST TESTS, *CURIOSITY, *MOTIVATION, *MEASUREMENT
INSTRUMENTS, PLUTCHIK EXPLORATORY INTEREST QUESTIONNAIRE,
CHICAGO,

THIS MANUAL DESCRIBES MEASURES USED IN "THE COGNITIVE ENVIRONMENTS OF URBAN PRE-SCHOOL CHILDREN" PROJECT AT THE UNIVERSITY OF CHICAGO. THE SAMPLE FOR THE STUDY CONSISTED OF 163 NEGRO MOTHER-CHILD PAIRS SELECTED FROM 3 SOCIOECONOMIC CLASSES BASED ON THE FATHER'S OCCUPATION AND THE PARENTS' EDUCATION. A FOURTH GROUP INCLUDED FATHER-ABSENT FAMILIES. THE MOTHERS WERE INTERVIEWED AT HOME AND THE MOTHERS AND CHILDREN WERE TESTED AT THE UNIVERSITY OF CHICAGO WHEN THE CHILDREN WERE 4 YEARS OLD. FOLLOW-UP DATA WERE OBTAINED WHEN THE CHILDREN WERE 6 AND AGAIN WHEN THEY WERE 7. IN ORDER TO MEASURE CURIOSITY MOTIVATION, THE PLUTCHIK EXPLORATORY-INTEREST QUESTIONNAIRE WAS ADMINISTERED DURING ONE OF THE UNIVERSITY TESTING SESSIONS. THE QUESTIONNAIRE CONSISTS OF 58 ITEMS DESCRIBING ACTIVITIES, HALF OF WHICH ARE CLASSED AS EXPLORATORY AND HALF OF WHICH ARE CLASSED AS NONEXPLORATORY. THE MOTHER WAS READ EACH ITEM AND WAS ASKED IF SHE LIKED OR DISLIKED THE ACTIVITY. THE SUBJECTS WERE SCORED BY THE TOTAL NUMBER OF ACTIVITIES LIKED AND BY THE TOTAL NUMBER OF EXPLORATORY ACTIVITIES LIKED. THE COMPLETE SET OF PROJECT MANUALS COMPRISES PS 000 475 THROUGH PS 000 492. (DR)

**U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE COGNITIVE ENVIRONMENTS OF URBAN PRE-SCHOOL CHILDREN

Robert D. Hess, Principal Investigator

**MANUAL OF INSTRUCTIONS
FOR ADMINISTERING AND SCORING
PLUTCHIK EXPLORATORY-INTEREST QUESTIONNAIRE**

The measures described in this manual were developed in the project, Cognitive Environments of Urban Pre-School Children, supported by: Research Grant #R-34 from the Children's Bureau, Social Security Administration, and the Early Education Research Center, National Laboratory in Early Education, Office of Education, both of the U.S. Department of Health, Education, and Welfare; the Division of Research, Project Head Start, U.S. Office of Economic Opportunity; the Ford Foundation Fund for the Advancement of Learning; and grants-in-aid from the Social Science Research Committee of the Division of Social Sciences, University of Chicago.

THE COGNITIVE ENVIRONMENTS OF URBAN PRE-SCHOOL CHILDREN

The research sample for the Cognitive Environment Study was composed of 163 pairs of Negro mothers and their four-year-old children, from three socioeconomic classes, defined by father's occupation and parents' education: upper-middle, professional and executive, with college education; upper-lower, skilled and blue collar, with high school education; lower-lower, semiskilled and unskilled, with no greater than tenth-grade education; a fourth group included father-absent families living on public assistance, otherwise identical to the lower-lower class group.

Subjects were interviewed in the home, and mothers and children were brought to the University of Chicago campus for testing, when the children were four years old. Follow-up data were obtained from both mother and child when the child was six years of age, and again at seven years.

Principal Investigator for the project is Professor Robert D. Hess, formerly Director, Urban Child Center, University of Chicago, now Lee Jacks Professor of Child Education, School of Education, Stanford University.

Co-Investigator for the follow-up study is Dr. Virginia C. Shipman, Research Associate (Associate Professor) and Lecturer, Committee on Human Development, and Director, Project Head Start Evaluation and Research Center, University of Chicago, who served as Project Director for the pre-school phase of the research.

Dr. Jere Edward Brophy, Research Associate (Assistant Professor), Committee on Human Development, University of Chicago, was Project Director for the follow-up study and participated as a member of the research staff of the pre-school study.

Dr. Roberta Meyer Bear, Research Associate (Assistant Professor), Committee on Human Development, University of Chicago, participated as a member of the research staff during the pre-school and follow-up phases of the project and was in charge of the manuscript preparation during the write-up phase of the research.

Other staff members who contributed greatly to the project include Dr. Ellis Olim, (University of Massachusetts, Amherst) who was responsible for the major analysis of maternal language; Dr. David Jackson, (Toronto, Ontario) who was involved in early stages of development of categories for the analysis of mother-child interaction, and participated in the processing and analysis of data; Mrs. Dorothy Runner, who supervised the training and work of the home interviewers, acted as a liason with public agencies, and had primary responsibility for obtaining the sample of subjects; and Mrs. Susan Beal, computer programmer.

COGNITIVE ENVIRONMENT STUDY
MANUAL FOR PLUTCHIK EXPLORATORY-INTEREST QUESTIONNAIRE

SUMMER 1967

INTRODUCTION

The Plutchik Exploratory-Interest Questionnaire (E-I) is an experimental instrument developed by Robert Plutchik (Department of Psychology, Hofstra University, Hempstead, New York), to measure curiosity motivation. It consists of a series of 58 items involving activities defined as exploratory or non-exploratory in nature.

ADMINISTRATION

The E-I was administered to mothers during a testing session at the University. The tester read each of the 58 items to the respondent and asked her to indicate whether this was an activity she liked or disliked.

Specific instructions were:

I AM GOING TO READ YOU A LIST OF ACTIVITIES THAT SOME PEOPLE LIKE TO DO AND OTHERS DO NOT. FOR EXAMPLE, SOME PEOPLE LIKE WRITING LETTERS AND OTHERS DO NOT.

FOR EACH OF THE ACTIVITIES, TELL ME WHETHER YOU LIKE TO DO IT OR DO NOT LIKE TO DO IT. IF AN ACTIVITY IS ONE THAT YOU HAVE NEVER DONE TRY TO IMAGINE HOW YOU MIGHT FEEL ABOUT IT AND ANSWER ACCORDINGLY.

EVEN ACTIVITIES ABOUT WHICH YOU DO NOT FEEL STRONGLY EITHER WAY WILL BE ASSOCIATED WITH A SLIGHT LIKING OR DISLIKING. REGARDLESS OF HOW STRONGLY YOU FEEL ABOUT AN ACTIVITY, SIMPLY TELL ME WHETHER YOU LIKE IT OR DISLIKE IT.

Respondents were given as much time as they needed to consider each activity, and they were encouraged to answer every item.

COGNITIVE ENVIRONMENT STUDY

PLUTCHIK (E-1) MANUAL

-2-

The 58 items, in order of administration, were:

- | | |
|------------------------------------|---|
| 1. meeting new people | 30. doing puzzles |
| 2. seeing sporting events | 31. exploring new places |
| 3. reading about distant lands | 32. listening to music |
| 4. socializing | 33. smelling things |
| 5. rummaging through scrap piles | 34. fixing things |
| 6. writing letters | 35. questioning people about their ideas |
| 7. experimenting with equipment | 36. gossiping |
| 8. listening to stories | 37. solving problems |
| 9. handling strange objects | 38. discussing politics |
| 10. going to parties | 39. reading scientific articles |
| 11. hearing lectures | 40. reading current novels |
| 12. talking with children | 41. tasting new foods |
| 13. reading surveys (give example) | 42. writing your experiences |
| 14. shopping for clothes | 43. examining things |
| 15. discussing philosophy | 44. reading poetry |
| 16. athletics | 45. analyzing problems |
| 17. visiting new places | 46. watching people in groups |
| 18. telling stories | 47. touching sculpture pieces |
| 19. watching animals | 48. intellectual arguments |
| 20. playing games | 49. discovering secret places |
| 21. going on hikes | 50. writing poetry |
| 22. talking on the telephone | 51. having new experiences |
| 23. looking through books | 52. eavesdropping |
| 24. telling jokes | 53. studying history |
| 25. exchanging ideas | 54. collecting things |
| 26. designing things | 55. travelling |
| 27. dissecting animals | 56. reading mysteries |
| 28. taking pictures | 57. asking people about their experiences |
| 29. reading non-fiction | 58. learning languages |

SCORING

Each odd-numbered item in the E-1 is an "exploratory" item. Each respondent received two scores: the total number of activities she said she liked to do (possible total 58), and the total number of exploratory (odd-numbered) items she said she liked (possible total 29).